I. BACKGROUND
The Sustainable Development Goal on Education (SDG4) of the 2030 Agenda focuses heavily on data collection and monitoring for the efficient and successful management of the education sector. The aim is highly comprehensive and supports the lifelong learning approach, which calls for improvement in Education for all ages at all levels of Education. It needs consistent metrics and measures to create international discourses and advocacy based on facts. The roadmap to achieve the education goal, Education 2030 Framework for Action, adopted in November 2015, guides governments and partners on turning commitments into action.

After schools reopened after months of closure due to COVID-19, ensuring readiness to learn and strategies for learning recovery has been an immediate priority, alongside reimagining quality inclusive education and developing long-term strategies to address the learning crisis. System transformation which addresses both learning recovery and the learning crisis will include elements like curriculum review, teacher training in new competences, and real time monitoring, etc. The COVID response has enhanced the focus on (flexible approaches) learner autonomy and remote learning; opportunities, which can transform education quality and reach if aligned with enhanced assessment and teacher training, including in training on digital learning and on-line safety, for example, including for Technical and Vocational Education and Training (TVET).

In TVET sector, school-to-work transition is a broad term that gained currency during the 1990s with a widespread renewed emphasis on labour market and educational reforms in particular post COVID-19. The term covers areas such as:
- preparing school leavers for the world of work,
- supporting young people through the transition process and
- strategies to increase labour market outcomes in initial employment opportunities.

The transition of youth and young adults into the world of work has become an important policy issue for the majority of countries worldwide. Changes in the nature of work and employment have weakened the prospects of long-term and secure jobs, even for the most educated young people. A high level of youth unemployment has become a global phenomenon, but it is especially prominent in the Asia-Pacific region. This region is home to over 45% of the world’s young people without work (in 2005, 39.2 million young people were unemployed). Young people are three times more likely to be unemployed than adults, and especially young women are affected. Many governments believe that TVET can improve the employability of youth and be a major vehicle for facilitating the transition to the world of work.

In past generations the options of young people who finished their schooling were narrow and clear cut. Today, particularly in the developed world, the transition from full time education to full time work is no longer simple. A variety of post-secondary educational options, either within TVET or higher education, and flexible part-time work form the basis of what may be quite a sustained period of transition for many young people.
National TVET systems should offer equitable access to skills development for jobs, entrepreneurship and economic opportunities. They should target populations that have had limited access to skills so far, including women in many societies, people belonging to disadvantaged social groups or living in remote rural areas or urban slums, people living with disabilities, refugees or internally displaced people. Policies should not only organize the provision of TVET for young people but offer lifelong learning opportunities for adults and the elderly, whose activity levels are likely to increase in countries with ageing populations. TVET systems will need to experience new training modalities, including through digital technology, which offer personalized, adaptive and flexible learning. Training will need to be reoriented towards jobs of the future, in the digital economy, creative industries, and in occupations that expand as all sectors shift towards environmentally sustainable production processes.

UNESCO Jakarta will conduct Sub-regional Study on Transforming Education System in Ensuring Learning and Skills to Support School-to-Work Transitions to accelerate achieving SDG 4. This is a key activity in implementing the Education's priority area of TVET and Literacy, Education Transformation and Recovery, anchored within the frameworks of UNESCO’s Medium-Term Strategy and global development plans to achieve SDG 4 for Quality Education of 2030 Agenda.

II. OUTPUTS
The expected output from the assignment is Sub-regional Study Report on Transforming Education System in Ensuring Learning and Skills to Support School-to-Work Transitions. The Contractor should submit the document to UNESCO in English.

III. DUTIES AND RESPONSIBILITIES
Under the authority of the Director of UNESCO Jakarta and direct supervision of the Head of Education Unit, the Contractor shall carry out a study on the Sub-regional Study on Transforming Education System in Ensuring Learning and Skills to Support School-to-Work Transitions in the five cluster countries: Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor-Leste. Specifically, the Contractor will be responsible for:

1. Developing a desktop study report on Sub-regional Study on Transforming Education System in Ensuring Learning and Skills to Support School-to-Work Transitions in the five cluster countries. The tasks include:
   1.1 Develop a detailed work plan or research proposal to carry out the study, indicating specific methodology, research design, questions, and instruments (questionnaires when necessary) and timeline to deliver the expected outputs.
   1.2 Develop the proposed Outline and/or Table of Content of the report covering, at least: Introduction and Background; Overview; State of the Learning and Skills Policies to support School-to-Work Transition; Challenges; Conclusions and Recommendations.
   1.3 Collect data from the relevant stakeholders, particularly the Ministry of Education in the five cluster countries, if required in coordination with UNESCO Jakarta to facilitate efficient responses from the countries.
   1.4 Submit the draft of the study report to UNESCO Jakarta for review:
      a. Draft study report no later than 1 September 2022;
      b. First final draft study report no later than 1 October 2022;
      c. Second final draft study report no later than 1 November 2022;
      The study report should be written in English with font type Calibri, font size 11 in a single space and minimum of 30 pages excluding cover, table of content, appendices, and list of references.


3. Ensure the copyrights of the photos, illustrations, and figures used in the study report had been secured from the copyright owners, and/or provide UNESCO Grant of Rights Form
(Form AM 13-9), if necessary.
4. Regularly update UNESCO with the progress and notify UNESCO of any obstacles that may compromise the plan and the expected outputs.
5. Ensure the appropriate placement of the UNESCO logo in all documents as the deliverable under the contract period. It is not allowed to use the logo beyond the scope of the contract. The Contractor shall not advertise or otherwise make public that it is a Contractor with UNESCO, nor shall the Contractor, in any manner whatsoever, use the name, emblem or official seal of UNESCO, or any abbreviation of the name of UNESCO in connection with its business or otherwise.
6. Submit to UNESCO Jakarta by 25 November 2022 for approval Final Sub-regional Study on Transforming Education System in Ensuring Learning and Skills to Support School-to-Work Transitions

IV. INPUTS
UNESCO will provide the Contractor with additional information and facilitate communication with the related stakeholders required to enable the Contractor to carry out the assignment and deliver the outputs.

V. TIMETABLE AND DELIVERABLE
Contract period: 5 months.
UNESCO shall make the following payments to the Contractor for the services to be provided under the terms of Contract for Services:

<table>
<thead>
<tr>
<th>Payment</th>
<th>Upon Submission to and Approval by UNESCO of the Following</th>
<th>Latest Date for Submission*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Draft outline and table of content</td>
<td>8/08/2022</td>
</tr>
<tr>
<td>2</td>
<td>Draft of the study report</td>
<td>1/09/2022</td>
</tr>
<tr>
<td>3</td>
<td>First final draft of the study report</td>
<td>1/10/2022</td>
</tr>
<tr>
<td>4</td>
<td>Second final draft of the study report (after sub-regional forum on Education Transformation and Recovery)</td>
<td>1/11/2022</td>
</tr>
<tr>
<td>5</td>
<td>Final sub-regional Study on Transforming Education System in Ensuring Learning and Skills to Support School-to-Work Transitions</td>
<td>25/11/2022</td>
</tr>
</tbody>
</table>

*Dates are subject to change, depends on the initial date of the contract.

VI. MINIMUM CONTENT OF PROPOSAL
Interested Institution shall send the proposal (in English) to UNESCO Office, Jakarta the following elements:
1. Cover letter statement of interest and briefly elaborating the capacity of the Institution.
2. Complete Company profile.
3. Technical Proposal consisting of
   (i) Description on how each of the basic requirements in the TOR could be addressed and / or elaborated and may provide technical advice on options for UNESCO to consider including any other necessary features to conduct the study,
   (ii) an approach and methodology for the assignment to reflect a feasible and sound methodology and show how quality control, prompt delivery of services and internal technical and quality assurance review mechanism for the works will be achieved
   (iii) A work plan with specific treatment of key deliverables and priorities to indicate the necessary timeframe for the completion of the deliverables
   (iv) Comments on the Terms of Reference if any (in brief)
   (v) Short CVs of personnel involved.
4. Financial Proposal for the work as describes in the Term of Reference (ToR).
VII. INSTITUTION REQUIREMENTS

- A minimum of five to seven years of relevant professional experience, with at least two years of experience in planning and developing education programmes.
- Excellent knowledge and experience in research with a preference in education policies, TVET and employment.
- Good knowledge of the UN Sustainable Development Goals and 2030 Agenda, particularly SDG4.
- Good knowledge of the Education 2030 Framework for Action is desirable.

The Institution should note:

a) UNESCO liability for the bank charge is limited to the charge levied by its bank only and does not extend to the bank correspondence charges payable at the payee’s end;
b) Taxes levied by national authorities on money paid to contractors by UNESCO are not reimbursable by the organization.
c) UNESCO does not insure the contractor. It is, therefore, the responsibility of contractors to take out any insurance they may need against illness, accident, death, material damage, or other losses, which may or may not be imputable to the execution of their contract;
d) Payment will be processed upon approval of the agreed deliverable(s) together with a payment claim/invoice.

+++  

Reference:
https://unevoc.unesco.org/home/Innovation+and+future+of+TVET
https://unevoc.unesco.org/home/From+School+to+Work:+Contemporary+Regional+Experiences